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ABSTRACT

A study of delinquency, underachievement, and dropout in six school districts considered extent and contributing factors within the school setting. The Nye-Short Self Reporting Delinquency Scale indicated exceptionally high rates for one of seven elementary schools (grades 5 and 6), normal rates for only one of five junior high schools, and normal rates for one or possibly two of the five high schools. Underachievers were identified by classification by grade and sex into IQ groups and grade point averages; approximately one-third of the students were thus rated underachievers. Dropout rates were low at 2 and 3% for two schools, high at 8 and 9% for two more. The Hall-Waldo Inventory of attitudes toward law and toward school and teachers was administered to 6700 students; the Teachers Situation Reaction Inventory to 76% of the 654 eligible teachers. As a result of the data, one district planned a Title III project to provide personal and group identity and to meet the needs of underachievers. Inventories and forms used are appended; an addendum, with corrected and reprogramed data, is planned. (JD)

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REPORT ON

PROJECT: PREVENT DELINQUENCY, UNDERACHIEVEMENT AND DROPOUT

RICHLAND COUNTY SCHOOLS

EC 003 245

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by

The Project Staff

Richard A. Porter, Director

June 1968

INTRODUCTION

This report presents a partial analysis of data gathered as part of a comprehensive planning program to combat delinquency, underachievement, and dropout in the districts served by the Richland County School District. The study is a co-operative effort between Richland County and The Ohio State University. Funding was attained through a planning grant from the United States Office of Education.

Educational efforts to reduce delinquency, underachievement, and dropout have been continuous in Richland County, but until recently somewhat hampered because of financial limitations. With the increased availability of state and federal funds, it was deemed advisable to undertake a more comprehensive and co-ordinated attack on these problems. Also, efforts among the several local districts served by Richland County Schools were frequently dictated by fiscal ability and imagination rather than by need. Co-ordination of county-wide planning efforts seemed to be not only an appropriate but a necessary task for the Richland County School District.

The "data for the decision-making" aspect of the planning program is only a first step. Whether the incidence of delinquency, underachievement, and dropout is reduced will depend upon the further actions of the respective educational agencies of Richland County in developing imaginative, innovative educational programs.

A planned response to these problems requires two general steps. First, the extensiveness of delinquency, underachievement, and dropout in the county district should be factually known. Support for innovative programs from the public, teachers and parents is enhanced by clear documentation of the nature and extent of the problems. Also, local, state, and federal agencies with interests in delinquency, underachievement, and dropout are more likely to assist when the

district has shown careful attention to identification of these problems. Most importantly, identification of which pupils are potential delinquents, underachievers, and dropouts points up target schools allowing efficient operational programming. Efforts may be focused on those schools where the payoff is likely to be greatest. The data presented in this report primarily address this first general step.

The second general step is the development of programs which address the causes rather than the symptoms of delinquency, underachievement, and dropout. In this it is important to distinguish the factors underlying delinquency, for example, from those which contribute to underachievement and dropout. Delinquency, underachievement, and dropout are correlated but not identical phenomena. Many underachievers are not delinquents and vice versa.

Mention should be made at this point of how the applied nature of this research influenced the type of causal factors studied. Each of the problems of concern here are the products of many factors: biological, psychiatric, social and cultural. The school only has the resources to address some of these causes. Thus, the school can change things like curriculum and the tone of pupil-teacher relationships if this shows promise in reducing the incidence of underachievement. However, underachievement which is a consequence of mental illness cannot be addressed with those resources normally available to the school. Referral to other agencies is required. Thus, this study does not purport to answer the question of what causes delinquency, underachievement, and dropout. Rather, it asks what factors within the school setting contribute to high rates of delinquency, underachievement, and dropout. It is these which can be addressed by the innovative educational program.

Our success in carrying through this second step is considerably less than initially hoped. The major reason is our failure to obtain sufficient data on

the teachers' perceptions of pupils likely to be potential delinquents, underachievers, and dropouts. These were necessary since the other indicators of delinquency, underachievement and dropout used were obtained anonymously and cannot be used to correlate with other characteristics of particular pupils. However, we are able to report variations in delinquency by school and grade level along with the causal factors studied by school and grade level. While this is a poor substitute for pupil by pupil analysis, inferences can still be made.

PART I. INCIDENCE OF DELINQUENCY-RICHLAND COUNTY SCHOOL DISTRICT

The measurement of delinquency in this survey was accomplished through a revised version of the Nye-Short Self-Reporting Delinquency Scale.[1] The items included in the scale are designed to provide a range of responses from trivial to serious crimes. Questionnaires are self-administered after instructions, and are taken anonymously. This scale has been widely used in studies of delinquent behavior and has been found valid and reliable.

The revised scale used in this study is shown below. Two questions, one concerning sex relations with the opposite sex, and one concerned with the use of alcoholic beverages included in the original Nye-Short scale were dropped. One item dealing with curfew violation was added. The actual items scored and making up the inventory used are numbers: 1, 2, 6, 7, 8, 10, 11, 18, and 20.

Scoring of the Nye-Short Inventory involves assigning a score for each item ranging from four (high) to one (low) according to the frequency with which the particular act was committed. Item 6 which has seven response

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[1] F. Ivan Nye and James F. Short, Jr. "Scaling Delinquent Behavior," American Sociological Review 22:3 (June 1957), pp. 326-331.

categories was scored in four categories by combining responses one and two, three and four, and five and six. Thus, pupils' scores can range from 9 to 36. In the graphs below pupils scoring between 9 and 17 are considered "low"; those scoring 18 through 26 "medium"; and those 27 and over "high".

* * * *

Nye - Short Inventory

Circle One:
Male Female

Grade_____

Recent research has found that everyone breaks some rules and regulations during his lifetime. Some break them regularly, others less often. Below are some frequently broken. Check those that you have broken since beginning grade school.

1. Driven a car without a driver's license or permit? (Do not include driver training courses.) (1) very often_____, (2) several times_____, (3) once or twice_____, (4) no_____.

2. Skipped school without a legitimate excuse? (1) no____, (2) once or twice____, (3) several times____, (4) very often_____.

3. Ever disobeyed your parents? (1) very often____, (2) several times____, (3) once or twice____, (4) no____.

4. Had a fist fight with one other person? (1) no____, (2) once or twice____, (3) several times____, (4) very often____.

5. Ever told a lie? (1) very often____, (2) several times____, (3) once or twice____, (4) no____.

6. "Run away" from home? (1) no____, (2) once____, (3) twice____, (4) three times____, (5) four times____, (6) five times____, (7) over five times____.

7. Been placed on school probation or expelled from school? (1) no____, (2) once or twice____, (3) three or four times____, (4) five or six times____, (5) over six times____.

8. Defied your parents' authority (to their face)? (1) no____, (2) once or twice____, (3) several times____, (4) very often____.

9. Driven too fast or recklessly in an automobile? (1) very often____, (2) several times____, (3) once or twice____, (4) no____.

10. Taken little things (worth less than $2.00) that did not belong to you? (1) no____, (2) once or twice____, (3) several times____, (4) very often____.

11. Taken things of medium value (between $2.00 and $50.00)? (1) very often____, (2) several times____, (3) once or twice____, (4) no____.

12. Taken things of large value (over $50.00)? (1) no____, (2) once or twice____, (3) several times____, (4) very often____.

13. Taken things that you really didn't want that did not belong to you? (1) no____, (2) once or twice____, (3) several times____, (4) very often____.

14. Taken part in "gang fights"? (1) no____, (2) once or twice____, (3) three or four times____, (4) five or six times____, (5) over six times____.

15. Taken a car for a ride without the owner's knowledge? (1) no____, (2) once____, (3) twice____, (4) three times____, (5) four times____, (6) five times____, (7) over five times____.

16. "Beat up" on kids who hadn't done anything to you? (1) very often____, (2) several times____, (3) once or twice____, (4) no____.

17. Hurt or inflicted pain on someone else just to see them squirm? (1) no____, (2) once or twice____, (3) several times____, (4) very often____.

18. Purposely damaged or destroyed public or private property that did not belong to you? (1) very often____, (2) once or twice____, (3) several times____, (4) no____.

19. Gone hunting or fishing without a license (or violated other game laws)? (1) no____, (2) once or twice____, (3) several times____, (4) very often____.

20. Broken curfew (either community or parental curfew)? (1) very often____, (2) several times____, (3) once or twice____, (4) no____.

* * * *

Researchers have found that persons taking the inventory tend to answer in such a manner as to make themselves look a "little better", that is, to under report their delinquent activities.[2] This is particularly true for those who are religious and those who have small town or rural residency. The pupils studied generally display these characteristics, and thus the actual delinquency is probably higher than reflected here. Also, elimination of an item on sexual relations undoubtedly depresses the delinquency scores of female pupils since sex delinquency is the most frequent act committed by them.

Graphs 1-4 show that the incidence of delinquency by district, district and grade level, and district grade level and school building. Inspection of Graph 1 indicates highest rates in the Lucas, Plymouth and Madison Districts. In all cases,

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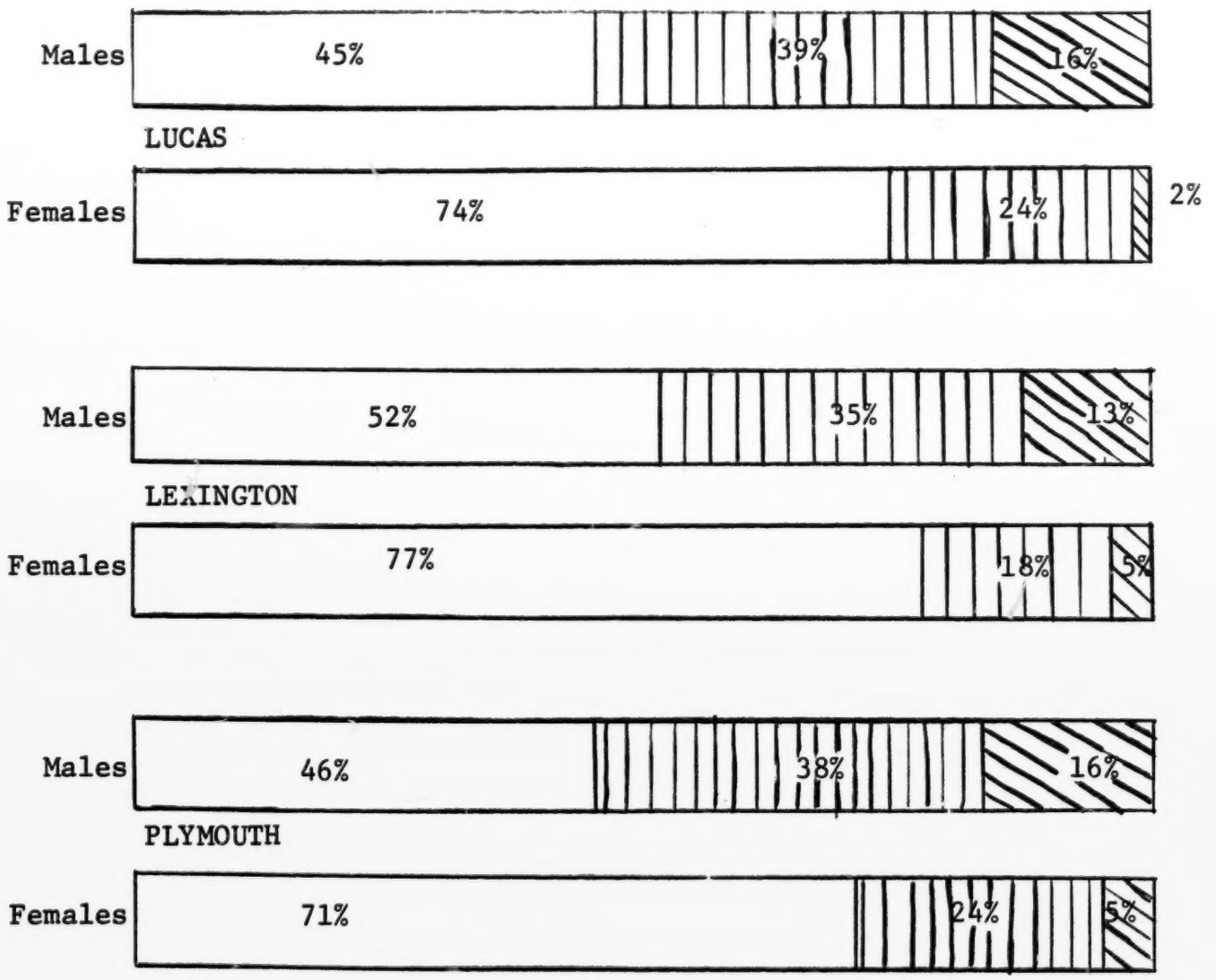
[2]John P. Clark and Larry L. Tifft, "Polygraph and Interview Validation of Self-Reported Delinquent Behavior," American Sociological Review, 31:4 (August 1966), pp. 516-523.

GRAPH 1

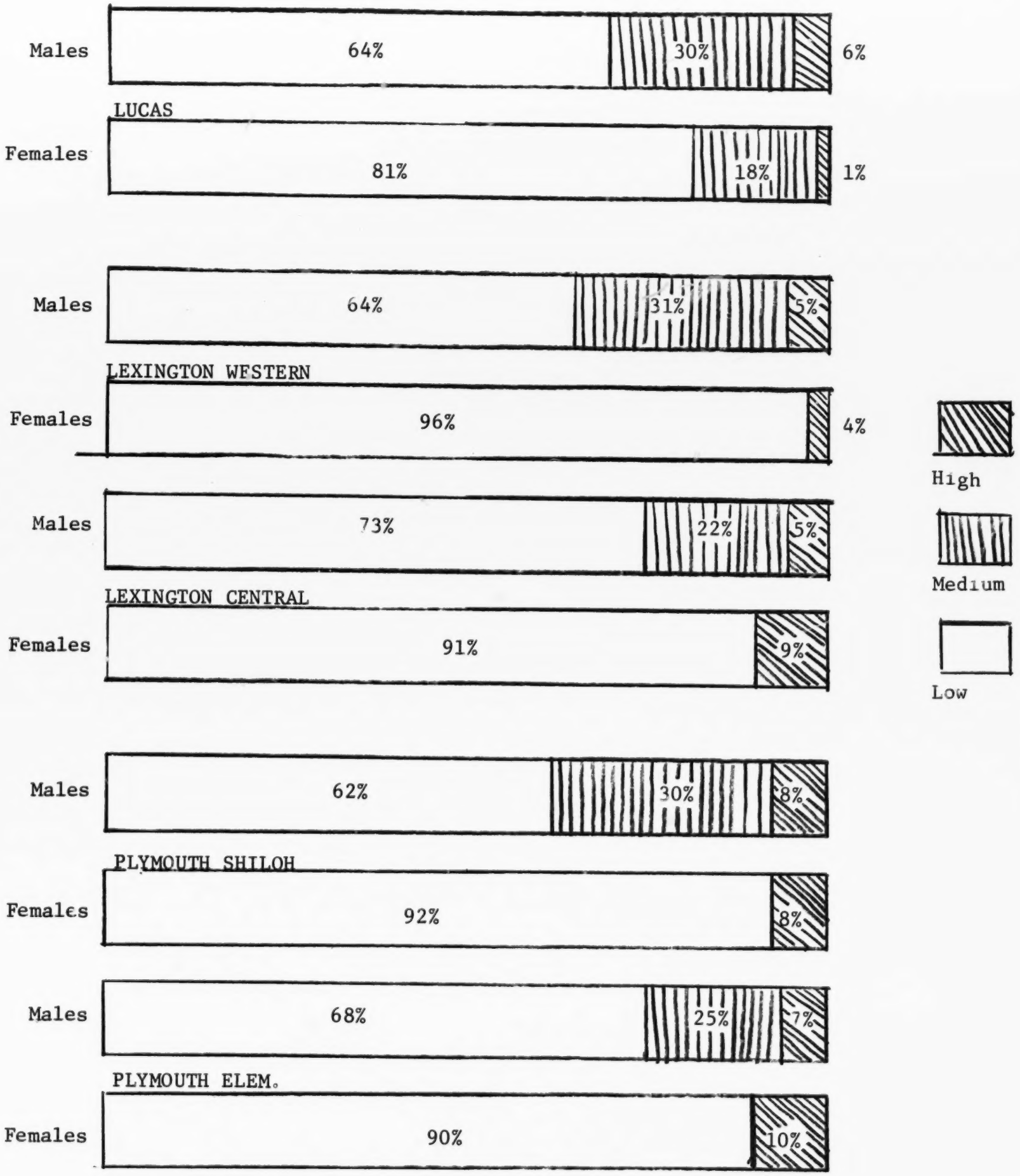
Self Reported Delinquency By District



male delinquency is considerably greater than female delinquency. Rates for delinquency among girls in the Plymouth and Madison Districts are sufficiently high to be some cause for concern.

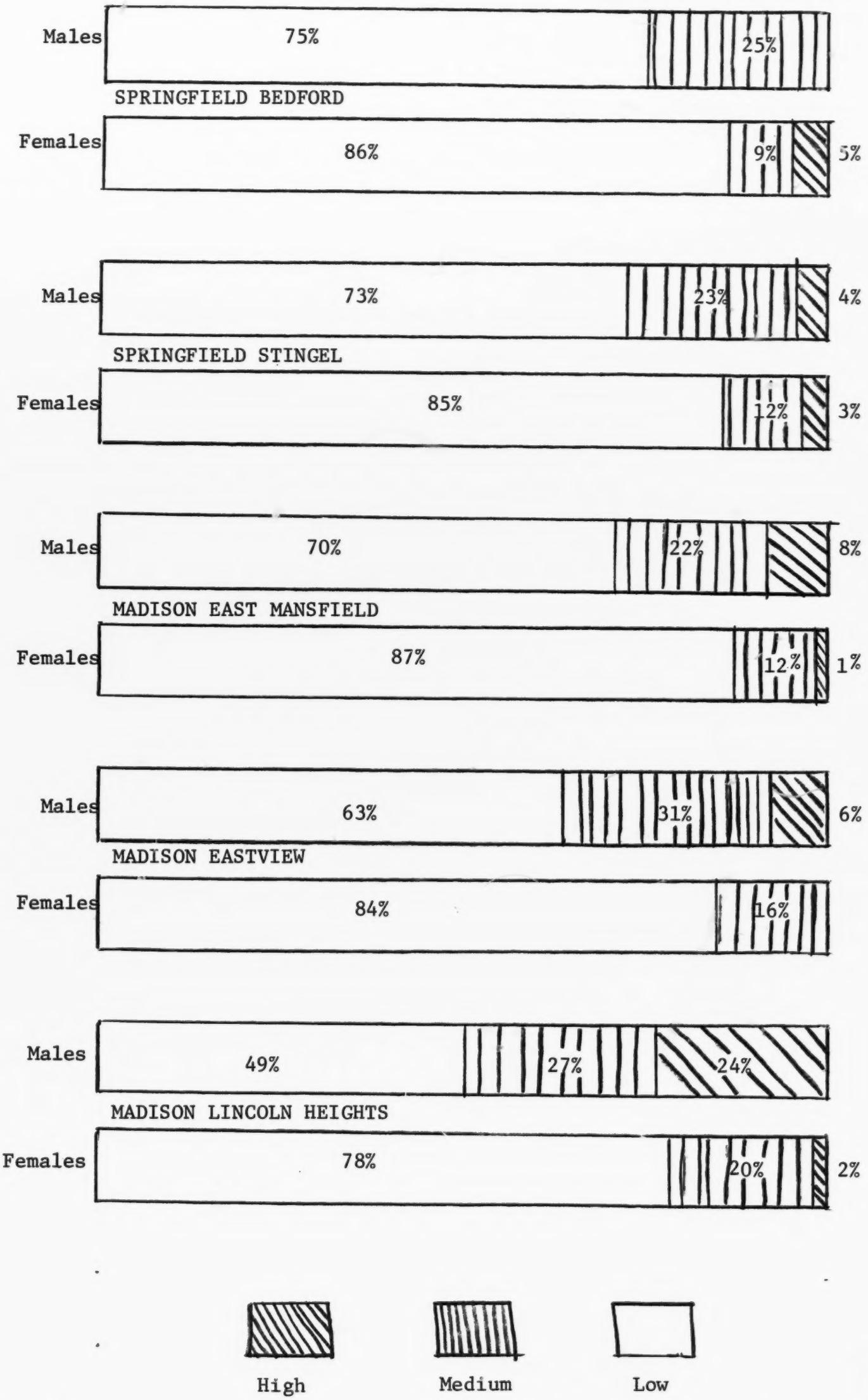
GRAPH 2

Self-Reported Delinquency By Elementary School - 5th-6th



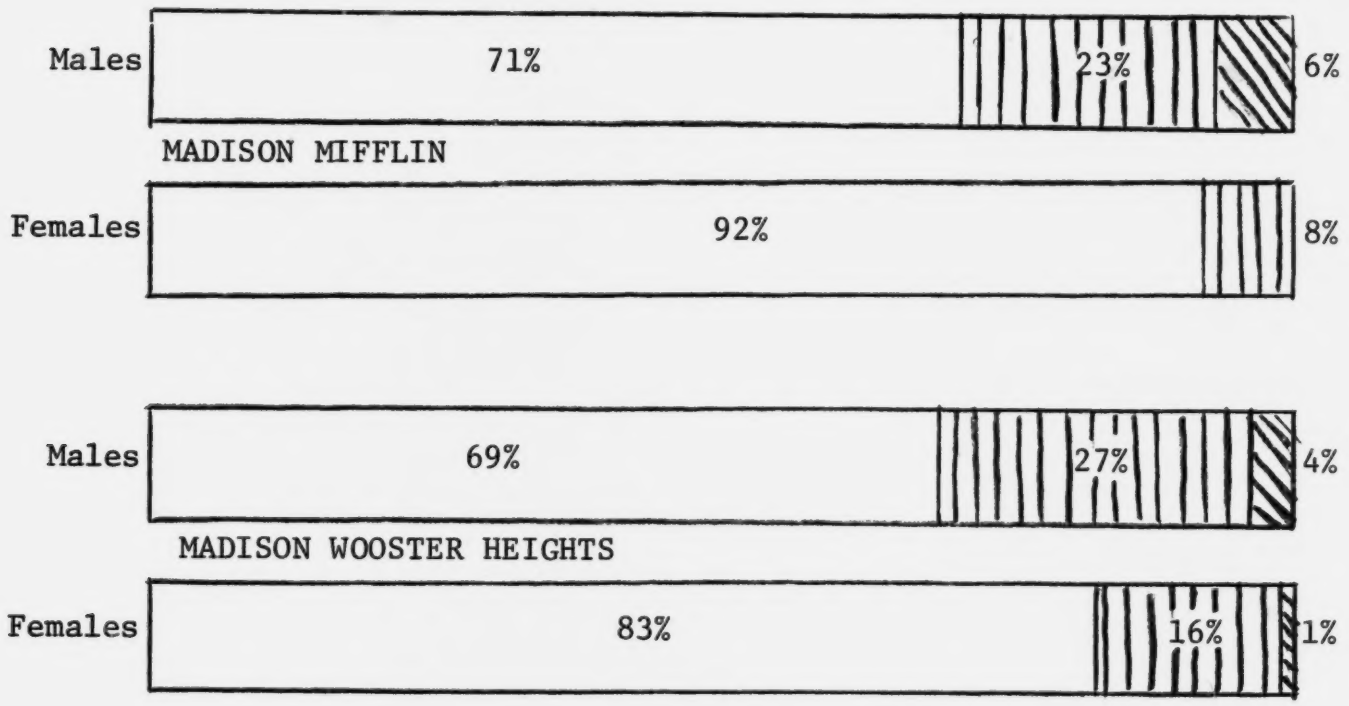
GRAPH 2A

Self-Reported Delinquency by Elementary School - 5th-6th



GRAPH 2B

Self-Reported Delinquency by Elementary School - 5th-6th



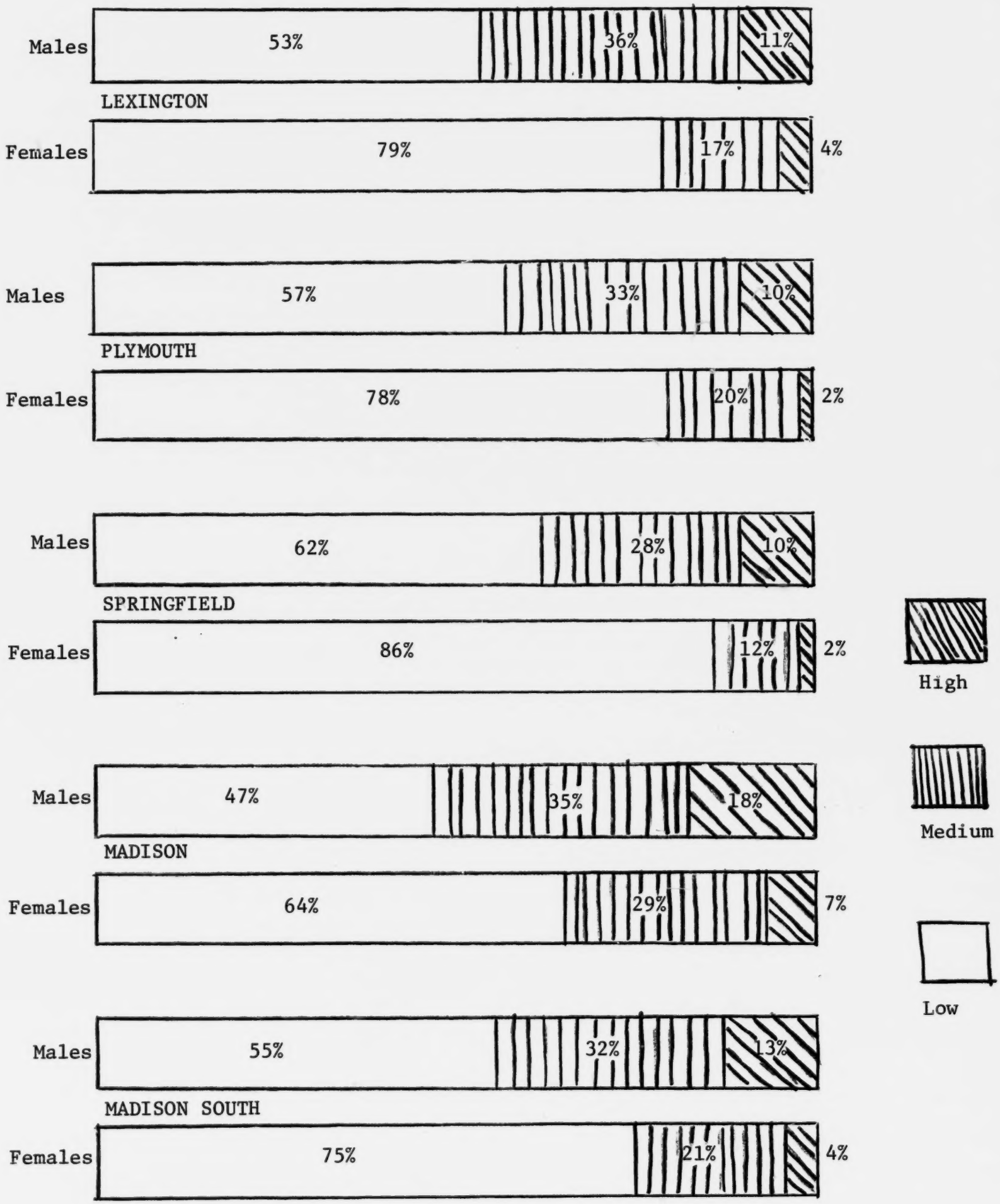
Delinquency rates for fifth and sixth grade pupils by school are shown in Graph 2. The most striking finding here is the exceptionally high delinquency rates for both boys and girls at Madison Lincoln Heights. Over half the males and almost a quarter of the females have engaged in activities of some seriousness with relative frequency. Rates of this magnitude are similar to those found in inner city ghettos of major American cities. Given the fact that the normal onset of systematic delinquent activity is around age 13, the high rates at Lincoln Heights are, in our judgment, cause for alarm. Moderate rates for male pupils are also found at Lexington Western, Shiloh, Lucas and Madison Eastview.

Graph 3 presents delinquency rates for male and female pupils by junior high school. Consistent with other studies, rates for all schools are considerably higher than those for elementary pupils. Among the junior high schools, Madison shows abnormally high rates for both boys and girls. Over half the boys and over a third of the girls have engaged in at least moderately serious delinquent activities. Of particular concern is the fact that almost one male in five at Madison Junior High has been involved in serious delinquent behavior.

Of course, our comments on Madison are relative. All schools may be viewed as having unacceptable rates depending upon the value judgments invoked. In our judgment only Springfield Junior High should probably be considered "normal".

GRAPH 3

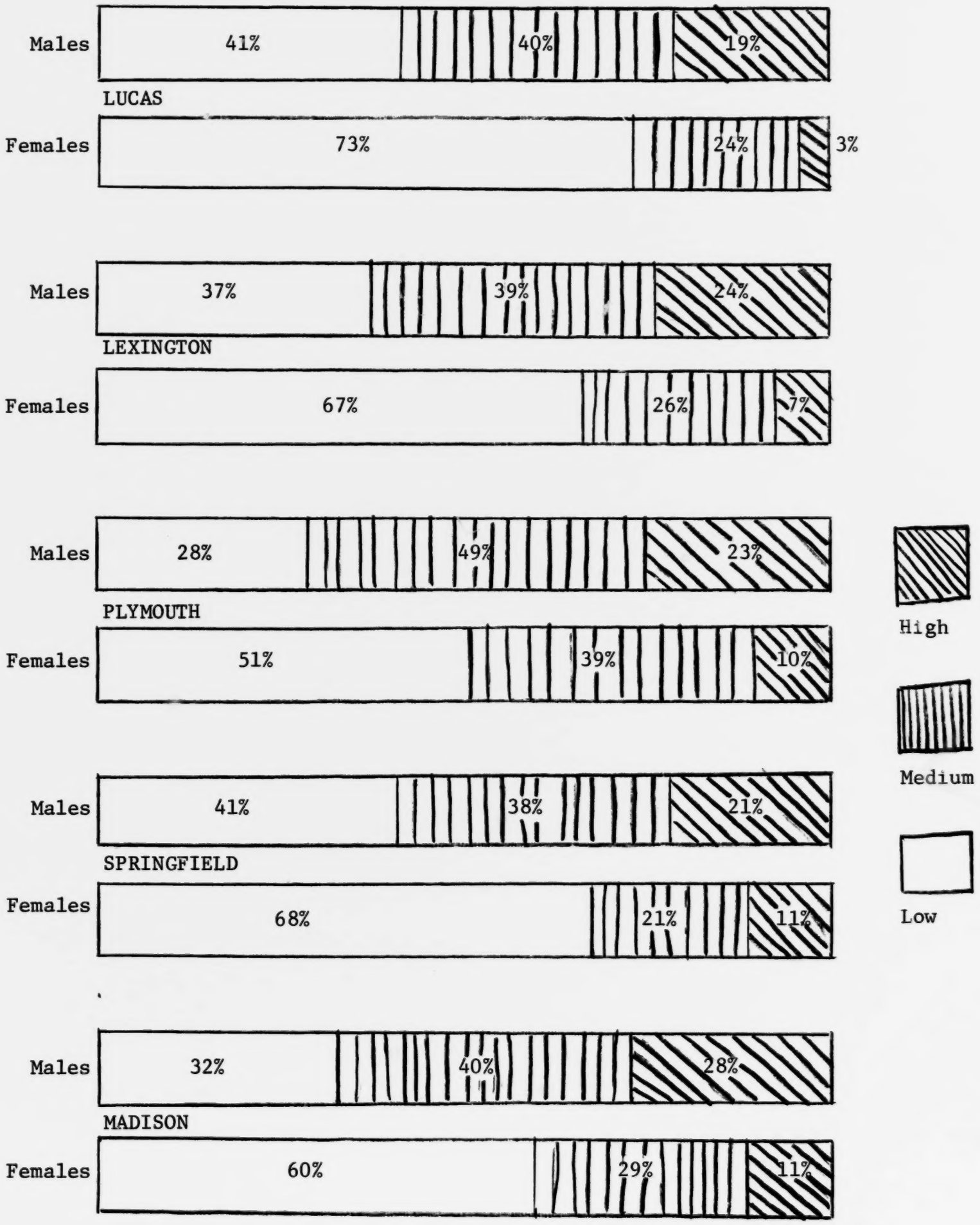
Self-Reported Delinquency By Junior High School



Rates of self-reported delinquency by high school are shown in Graph 4. Plymouth and Madison High Schools show highest rates of both male and female delinquency.

GRAPH 4

Self-Reported Delinquency By High School



At Madison, nearly three of every 10 male pupils reports serious delinquent behavior. The rate for girls at Plymouth is similarly striking. Almost half the girls have engaged in moderately delinquent activity. Again, judgments of seriousness of the problem are relative. However, from the research team's viewpoint, only Lucas and perhaps Springield High Schools are within the "acceptable" range.

PART II. UNDERACHIEVEMENT IN RICHLAND COUNTY SCHOOL DISTRICT

Our initial plan involved both the identification of underachievers and the compiling of rates by district, grade and school as was done for delinquency. However, it became evident that the two goals are mutually contradictory. Underachievement is a relative concept, relative to the achievement of other pupils. Thus, the question of what pupil base should be used as a comparison arises. Educators have experimented widely in the effort to determine the most feasible comparison base. In general, the further one gets from comparing a given pupil with other pupils at the same grade level <u>at the same school</u>, the less meaningful is the concept of underachievement in pragmatic, practical terms. It does an administrator little good to know that compared to national norms 90 percent of the pupils are underachievers since such a statistic incorporates numerous factors affecting achievement such as social class background, family composition, mobility and region over which the administrator has no control. Of greater utility is an underachievement indicator which tells the administrator which pupils in a given grade in a given school (on the basis of measure intelligence) are not achieving as well as other pupils in that grade and school. These may then be singled out for special educational attention.

Given these considerations, the staff made the decision to focus upon practical identification of underachievers rather than attempt to develop an indicator which would allow study of rates of underachievement by grade and school.

The method of identifying under and overachievers used in this study was originally developed by Dr. Jack R. Frymier. First, pupils are grouped by sex, grade and school and the mean I.Q. score for each group is calculated. Using the mean as a mid-point, the group is then divided into thirds into "Low I.Q.", "Medium I.Q.", and "High I.Q." groups. For each I.Q. group, the grade point average of English, mathematics, science and social studies (or their equivalents) were computed. At this point we could say, for example, that a boy from Madison, 7th grade, with a low I.Q. should have a grade point average of 2.113 to be a "normal" achiever.

The next step was to compute standard deviations from the grade point

average mean for each sub-group. Then, all those who achieved one standard deviation above the mean were classified as overachievers and all those achieving more than one standard deviation below the mean were classified as underachievers.

Thus, classification charts were developed for each school and grade by sex, like the one below, for Madison South Junior High School:

MADISON SOUTH JUNIOR HIGH SCHOOL SEVENTH

Male I.Q. Range	Underachiever	Achiever	Overachiever
under 102	under 1.432	1.432 - 2.145	over 2.145
102 thru 116	under 1.884	1.884 - 2.416	over 2.416
over 116	under 2.070	2.070 - 2.880	over 2.880

Female I.Q. Range	Underachiever	Achiever	Overachiever
under 100	under 1.680	1.680 - 1.970	over 1.970
100 thru 113	under 1.824	1.824 - 2.363	over 2.363
over 113	under 2.645	2.645 - 3.037	over 3.037

Both I.Q. Range	Underachiever	Achiever	Overachiever
under 101	under 1.539	1.539 - 2.086	over 2.086
101 thru 114	under 1.883	1.883 - 2.427	over 2.427
over 114	under 2.251	2.251 - 2.932	over 2.932

Given charts for each grade and school, each pupil was classified. This information is available at the Office of the Superintendent of Richland County Schools.

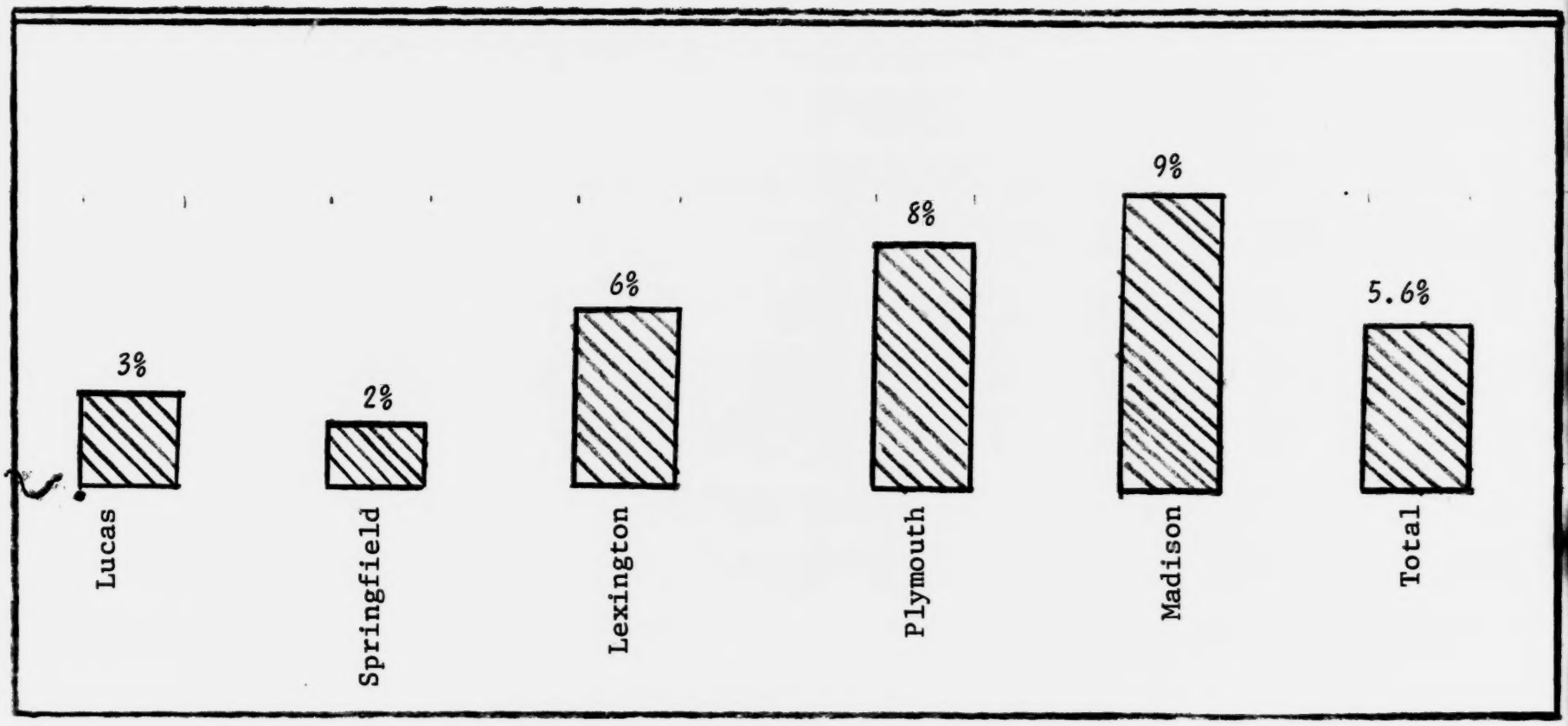
An unfortunate (for our purposes) statistical artifact of this procedure is that approximately one-third of the pupils in each grade and school are automatically "underachievers" precluding any assessment of variations in underachievement by grade and school.

PART III. DROPOUT IN RICHLAND COUNTY SCHOOL DISTRICT

While the individual decisions to leave school prior to graduation are many

G R A P H 5

Dropout -District as Percentage of Total High School Enrollment June 1, 1966 to May 31, 1967



and varied ranging from financial need to pregnancy to lack of interest they all share one common element - pathology. In every instance something has gone wrong. Dropout studies typically focus upon the characteristics he has. Seldom (to our knowledge never) have schoolmen looked to their own organizations, to their own actions to explain the dropout. Instead "the families are poor, or disorganized, or Negro, or transient or . . ." is the safe explanation offered. The danger is that not only are such explanations partial, but they absolve the schools of the responsibility of examining their own organizations and procedures.

Graph 5 shows the percent dropout by district. The base or denominator for percentage computation is the total district high school enrollment as of June 1, 1966. Considering that the dropout numbers are for the 1966-67 school year only, Lucas and Springfield districts are those with minimal cause for concern. Plymouth and Madison districts must be considered high.

PART IV. THE HALL-WALDO INVENTORY

The Hall-Waldo Inventory (See Appendix A for complete form) was administered to more than 6700 pupils, grades 5 through 12. In its original form this inventory was known as the "Guttman Scales for School and Law Attitudes." It was developed by Professor Nason Hall and Professor Gordon P. Waldo, both of Ohio State University, Columbus, Ohio. For the purposes of this study, seven attitude scales were chosen from the original, five concerning attitudes toward school and teachers and two concerning attitudes toward the law. It is important to remember that these are seven discrete scales. A brief definition of each is given below.

CAPACITY TO LEARN - This scale of six items measures the child's subjective attitude toward his capacity to learn. Example item: I am not really smart enough to do well in school.

VALUE OF EDUCATION - This scale of five items measures the child's subjective attitude toward the value of education. Is education useful in the "real" world, is it merely a means to an end, and is it of help in understanding the world? Example item: Education helps you understand the world around you.

LEGITIMACY OF SCHOOL - The scale of seven items measures the child's subjective attitude toward the legitimacy of school. Is the school a legitimate and worthwhile part of his life, or is it something that is forced upon him and about which he has no choice? Example item: Kids should be permitted to quit school at any age.

TEACHERS - GENERAL - This scale of eight items measures the child's subjective attitude toward teachers in general. The scale measures what the child believes about teachers and their attitudes toward children in general. Example item: Most teachers understand kids.

TEACHERS - PERSONAL - This scale of five items measures the child's subjective attitude toward the particular teachers with whom he has come in contact, and their attitudes toward him personally. Example item: Teachers often fuss at me for no reason.

LAWS - RELATIONSHIP WITH KIDS - This scale measures the child's subjective attitude toward laws as they relate to children. Are laws stricter and less fair for youth than adults? Example item: Laws are harder on kids than on adults.

LAWS - LEGITIMACY - This scale of eight items measures the child's subjective attitude toward the legitimacy of laws. Do laws perform a legitimate and worthwhile function in life? Example item: We would be better off if there were not so many laws.

Each of the 48 items (items number 47 and 48 were added by the project staff) had five possible responses. The students were told that there were no right or wrong answers. The right answer was the way the pupil felt about it. The five possible responses were: (1) Strongly agree, (2) Agree, (3) Undecided, (4) Disagree, and (5) Strongly disagree. All items were read by the examiner to all fifth and sixth graders. All other students read the inventory items for themselves. Each pupil placed his responses on a IBM Answer Sheet. Each pupil knew that it would be possible to check responses against student names since all personal data was recorded on the answer sheets before the inventory examination began.

It was the plan of the project staff to correlate the items from the Hall-Waldo Inventory with the data on delinquency and underachievement. However, this correlation was not accomplished to the satisfaction of the staff because of an error in computer programming. An addendum will be prepared to complete this part of the study.

It is not possible to make emphatic statements which can be substantiated by statistical data. The project staff has, however, drawn some general observations from the limited reliable data, both from the Hall-Waldo and other data collected.

The following observations have been made regarding variations according to sex:

1. Girls consistently receive higher grades than boys.
2. Ability (based on IQ scores) between boys and girls very similar.
3. Boys seen as potential delinquents more frequently than girls.
4. Boys seen as underachievers more frequently than girls.
5. Boys seen as potential dropouts more frequently than girls.
6. Boys see themselves as slightly less able to learn.
7. Boys consistently value education less than girls.
8. Boys consistently see the legitimacy of school less.

9. Boys consistently see teachers in general less positively than girls.

10. Boys change their opinions about particular teachers in positive direction more frequently and to greater degree.

11. Boys generally see the legitimacy of laws in relation to kids less favorably than girls.

12. Boys consistently see the legitimacy of laws less favorably than girls.

13. Girls consistently plan to graduate from high school more frequently than boys.

14. There is little difference between boys and girls in their plans to go to college.

Observations regarding variations according to grade level are:

1. There is a general tendency for grading to become more severe (more tough) - the 8th grade is especially tough.

2. There is a general tendency for ability to decrease considerably.

3. There is a general tendency for junior high school to see more potential delinquents.

4. There is a general tendency for junior high school and senior high school teachers to see more underachievers.

5. There is a general tendency for junior high school teachers and early high school teachers to see more potential delinquents.

6. Children tend to see themselves as increasingly able to learn.

7. Negative attitudes toward education decrease slightly over time.

8. The legitimacy of school is seen increasingly over the years.

9. Attitude toward teachers in general improves over time.

10. Attitude toward particular teachers improves over time.

11. Negative attitudes toward laws in relationship to kids decreases over time (they improve).

12. Negative attitude toward laws in general remains constant.

13. Plans to graduate from high school become more firm over time.

14. Plans to go to college become less firm over time.

These questions could be raised regarding these observations:

1. Is the tendency to "get tough" with grades warranted? (Since no average is 2.00, is this "getting tough"?

2. How does one explain the steady decrease in I.Q.?

3. How does one explain the steady discrimination between the sexes? Are our schools really trying to make good little girls out of our little boys?

4. Is there a relationship between teachers' perceptions of boys (grades given) and their perceptions of dropouts, underachievers, and delinquents?

5. How does one explain the confliction data: lowering I.Q., increasing capacity to learn?

6. Why do junior high teachers see more potential dropouts, delinquents, and underachievers? Does the fact the explosion of growth (adolescense) here suggest that if teachers have problems of control, they see kids negatively?

7. What is the relationship of these observations to what you know about community, parents, etc? Is there a temptation to place all the blame "out there"?

The answers to many of the above questions might well be answered when the data is computerized after new programming. It is the hope of the project staff that the data will supply these answers.

PART V. THE TEACHERS SITUATION REACTION INVENTORY

The project staff planned to administer the Teachers Situation Inventory (See Appendix B for complete form) to all teachers in grades five through twelve. The inventory was not mandatory for the teachers. The project staff was disappointed in that only 76% of the 654 teachers eligible actually took the inventory. Table 2 shows the district response. The Springfield District had the poorest participation. Only 42% of their 59 teachers participated. Less than 2/3 of Lexington's teachers took part. Lucas, the smallest district, had 100% participation from their 26 teachers. Madison had the next best participation with 86% of their 150 teachers.

TABLE 2

DISTRICT RESPONSE ON
TEACHER SITUATION REACTION INVENTORY

Elementary	Number Taking	Number Possible	Percent
Madison	27	31	87
Springfield	13	13	100
Lucas	4	4	100
Lexington	12	13	92
Plymouth	5	8	63
Junior High			
Madison	50	61	82
Springfield	5	21	23
Lexington	9	20	45
Plymouth	8	8	100
High School			
Madison	52	58	90
Springfield	8	25	32
Lucas (Jr. & Sr.)	22	22	100
Lexington	16	24	67
Plymouth	17	19	89
Totals For District			
Madison	129	150	90
Springfield	26	59	42
Lucas	26	26	100
Lexington	37	57	64
Plymouth	30	35	85
County	248	327	76

Teachers who did not take the inventory reported, generally, they felt that the project was designed to discover data concerning the students and data about the teachers would be, therefore, irrelevant. The project staff suspects that teachers were "afraid" of what might be discovered about themselves. It is the feeling of the project staff (and was indeed reported by some teachers) that many teachers feel that the problems of delinquency, underachievement, and dropout have no causal factors rooted in the education institution. The temptation to put the blame "out there" away from the school is evident.

The Teachers Situation Reaction Inventory is designed as a case study approach planned to measure the teacher's ability to work through some of the problems associated with handling a classroom group. Teachers are given certain information about the classroom group and the working situation. They are then asked to respond to a number of questions. The case study is designed so that the teacher can respond regardless of their teaching subject field. They do not need technical subject matter knowledge to take the inventory.

They are asked to indicate their first, second, third, and fourth choice under each question. The most desired choice is labeled number 1, the second choice number 2, and so on. The inventory has a total of 48 questions with four possible responses given for each.

This inventory was a measure of teacher performance. It did, among other things, attempt to assess teacher interaction with pupils, their classroom structuring, relationships with non-classroom personnel, etc.

Scores were reported as:

160 - 180 Low range (low)

181 - 200 Middle range (average)

201 - up Upper range (high)

These scores are only relative indicators. Teachers who score high would tend

to be termed "open" toward the whole process of education. The higher the score, the better the teacher, is indicated. Teachers who score high would tend to be more creative and more capable of motivating students. High scores would tend to indicate that a teacher is more student -oriented and not so subject-matter or discipline oriented. He would tend to have more feeling for his students.

The test does not indicate with any finality that teachers who scored low are "poor" teachers. However, low scores would serve to point-up areas of concern within a staff. It would be hoped that administrators would take low scores as probably indicating need for inservice training with teachers in the areas of child growth and development and child psychology.

Table 3 shows the mean scores by district, with a breakdown between elementary, junior high and high school. An examination shows that the Madison and Springfield elementary teachers were at the low end of the upper (or high) range. The other districts were in the middle (or average) range, Plymouth with the lowest mean.

At the junior high level, Springfield's participation percentage was too small, therefore the mean is not reliable. Madison, with 82% of their 61 teachers participating, scored a mean of 198 which is in the upper end of the average range. Plymouth, with 100% participation, scored the lowest, with a mean of 186.

Looking at the high school means, Lexington's participation was too small to be meaningful. Again, Plymouth had the lowest mean. Lucas, with 100% participation, had a mean of 194, near the upper end of the average range. All scores were in the middle or upper ranges.

TABLE 3

MEAN SCORES, BY DISTRICT ON
TEACHER SITUATION REACTION INVENTORY

Elementary	MEAN SCORE	N	Possible N	PERCENT
Madison	204	27	31	87
Springfield	201	13	13	100
Lucas	194	4	4	100
Lexington	194	12	13	92
Plymouth	189	5	8	63
Jr. High				
Madison	198	50	61	82
Springfield	204	5	21	23
Lexington	186	9	20	45
Plymouth	186	8	8	100
High School				
Madison	193	52	58	90
Springfield	193	8	25	32
Lucas (Jr. & Sr.)	194	22	22	100
Lexington	204	16	24	67
Plymouth	197	17	19	89
Total County		248	327	76

It must be pointed out that 24% of the teachers did not participate and thus the results are not, in some cases, too reliable. One can not say how 82 additional scores would have affected the means in some school districts.

PROGRAM RECOMMENDATIONS

PART I. INTRODUCTION

The third phase of the project is involved with recommending programs for combating underachievement, delinquency, and dropout as found in the data collected.

The administrators of the schools in Richland County were informed as to the relevant data for each of their buildings. As a result only one school district, Springfield, was interested in either further study or program planning. Springfield Local saw a need for combatting the underachievement of more than 30% of their pupils as pointed up by the data. They asked the project staff to aid them in planning a program to aid the underachiever.

PART II. THE SPRINGFIELD PROGRAM - PROJECT: OUTWARD BOUND

Armed with the data furnished by the staff of Project: Prevent DUD, and with the help of individual staff members, the Springfield Local Schools, after much planning, wrote a Title III, ESEA, Application for an Operational Grant. They titled their program "Project: Outward Bound."

The ultimate objective of "Outward Bound" is to produce high school graduates who will be able to function meaningfully and effectively in a highly complex and rapidly changing society. Such persons will have to be flexible within the framework of a broad and internally consistent system of ideas and values.

To put it another way, the goal of "Outward Bound" is to produce graduates with a high degree of personal identity and group identity. Group identity belongs to the person whose identity is dependent upon: (1) a sub-cultural group,

such as a community or neighborhood; (2) an institution, such as a family or church; or (3) another person. The extent to which a person has personal identity is the degree to which he has an individualized way of mastering experience. Personal identity must be, to some extent, a varient of group identity, for it is formed within a societal group.

In the complex and rapidly changing modern world, individuals striking out "on their own" come into contact with a wide variety of norms and values with which they are unfamiliar. If the group identity dominates too much and the personal identity is not fully enough developed, the individual will be inflexible and unable to function meaningfully and effectively.

A dramatic illustration of this phenomenon is the young college student away from the well-defined normative structure of his home community. He may find a home town group and in this way continue to identify with the home community; he may find an institution, such as a church, to which he can turn for guidance; or, he may gravitate to one of the rebellious groups, in which the activity of rebellion itself forms the group identity.

The student in any of these circumstances is not autonomous and is unable to function meaningfully and effectively in the broader society, for in meeting everyday life situations, he brings with him the prejudices and limited perspectives of the group with which he identifies.

The entire effort of this project will focus, then, on producing high school graduates with individualized ways of mastering experience which will help them to function meaningfully and effectively in this complex and rapidly changing world. This will require personal identities which give them flexibility within the framework of a broad and internally consistent system of ides and values.

The emphasis of the project is planned to meet the challenge and needs of the underachiever. Two approaches are being used: a joining of the practical

(action) approach and the theoretical. This will result in a new definition of the underachiever. A person who cannot function meaningfully and effectively in a highly complex and rapidly changing society will be classed as an underachiever. Such a student would not be functioning at a higher cognitive level as evidenced by recall and knowledge; be evidenced by his comprehension, his application analysis, and evaluation.

The method of producing such a person will be based on the taxonomies, both cognitive and affective, and on the theoretical framework of Identity and the Life Cycle. Evaluation will take the form of measures of achievement in the cognitive and affective domain.

In the cognitive domain, tests will be constructed to measure performance at the six different levels of cognitive functioning. In the affective domain, tests will be constructed to determine whether values are a result of conditioning or if they have been formulated by a process of (1) receiving stimuli, (2) responding, (3) valuing, (4) conceptualizing, and (5) organizing. Tests in the affective domain will need to be intricate and highly specialized.

Additional data, gathered by a staff member, indicated that the underachiever tends to be distrustful of other people in general; they have very little faith in the future; they feel they can't really plan for the future; and they find it difficult to form spontaneous, close relationships with other people mainly because of insecurity and fear. This causes anxiety and reduces the attention span. Also because of a low self-image or because of a lack of a self-image and the anxiety associated with interpersonal relations, there is a constant need for ego reinforcement which causes students to put a higher value on positive relationships with significant persons. In the case of most underachievers, this would be his peers. The significance this has in relationships to an operational program is that in order to reduce these negative personality characteristics in the student,

the teacher must be able to give students positive reinforcement while at the same time evoking a positive attitude toward learning so that the student can associate positive reinforcement for his self-image with learning. But more than that, the teacher should be able to make his subject matter relevant to the maturing process of the student. Especially in the social sciences and literature, the teacher should be able to present his material in a way that the student is able to incorporate his new knowledge into a value system. The value system being an integral and basic part of a self-image.

Additional data gives strong support to the theoretical approach. Anxiety produced internally by one's emotional feeling about his environment is much more likely to be a cause for underachievement than the sort of situational anxiety produced by academic pressure. In fact, the latter is often a stimulus which produces high levels of achievement, if not coupled with an internally-generated anxiety. This is where the teacher has to distinguish between the students with significant levels of internally-generated anxiety and those not experiencing a significant level of internally-generated anxiety. If the teacher puts the former under stress of any nature, it is likely to cause a decrease in learning capacity, whereas, with the latter, it may well increase academic performance.

CONCLUSIONS

The district served by Richland County Schools presents some challenging and difficult problems in planning programs designed to alleviate delinquency, underachievement, and dropout. One problem arises from the heterogeneity of social environments within the district. The city of Mansfield presents a typically urban environment in which the relatively well understood factors of

poverty, neighborhood, and family disorganization, and delinquent sub-culture contribute to social problems generally and educational problems particularly.

In contrast, several of the local school districts served by Richland County Schools have a predominantly rural pupil clientele. In such areas delinquency, underachievement and dropout are likely to be a consequence of alienation arising from diminishing vocational opportunities for rural youth. Programs focused on helping rural youth should properly differ in content and organization from those designed for urban youth. In the city, for example, delinquency is partly attributable to socialization to delinquent norms and values. The school's operational problem is to provide alternative cultural models which offer equivalent rewards. For the rural youth, however, whose problems lie partly in alienation from rural control systems because of lack of opportunity, programs involving orientation to urban occupational worlds toward which he is moving may be more appropriate. The problem of breaking down identifications with delinquent sub-cultures does not exist.

A second difficult planning problem common to all projects similar to this one is that of distinguishing the dynamic factors underlying delinquency from those which contribute to underachievement and dropout and designing appropriate programs for each. Delinquency, underachievement and dropout are correlated but not identical phenomena. Many underachievers are not delinquents and vice versa. The commonly accepted assumption that a single program regardless of grade range will resolve all three problems is only an assumption.

A planned response to these problems required two initial steps. First, pupils who are potential delinquents, underachievers, and dropouts needed to be identified and the "problem schools" determined. The plan was to rely on a number of indicators including teachers' nominations, school records, and self-concept instruments. The aims were two-fold. Identification would point up

target schools and pupils allowing both focused operational programming and the means for efficient future identification. In addition, the identification process would provide delinquent, underachievement, dropout, and "good pupil" criterion groups to be used in further research and program planning.

Second, using stratified sampling techniques, a series of studies would be carried out designed to determine how pupil characteristics, teacher characteristics, and educational organization characteristics interrelate within urban, semi-urban and rural areas to produce delinquency, underachievement and dropout.

In short, we proposed to determine: (1) who are the problem pupils and which are the "target schools" for special programs; (2) what are the factors giving rise to these problems and how do the causal dynamics vary in different social settings; and (3) based on the foregoing, operational programs would be developed aimed at appropriate pupil populations employing techniques focused on resolving particular problems.

The survey phase of planning was designed in four stages. The first stage involved accumulating data for all pupils in grades 5 through 12. For pupils it was necessary to obtain information from cumulative record cards, juvenile court records, police records and self-administered questionnaires. This stage has been satisfactorily completed.

The second stage involved classification of pupils as delinquent, underachievers or dropouts, and subsequent sampling of each category for further and more intensive study. It was anticipated that more in-depth information would be obtained through questionnaires and interviews. Much data was collected. The interview techniques in the "target schools" was carried out. However, because of the poor response of teachers in pointing up (nominating) pupils in these three categories, it was not possible to satisfactorily complete

this stage. The data did, however, include a computer print-out of individuals who are considered underachievers. The data also shows students who are self-professed delinquents. This data is available to the schools.

Social, psychological, and behavioral data on teachers was to have been gathered in stage three. Again, the study fell short. Teachers failed to cooperate in many instances and the data collected tended to be too "spotty" for use.

The fourth stage was to have involved current program evaluation and recommendations for innovative programs to combat delinquency, underachievement and dropout. An opportunity was provided for teachers and administrators, together with project staff, to talk about their problems and to suggest programs. Only one district, Springfield, was concerned enough to take advantage of this opportunity. The other four districts listened attentively, looked at the data, and appeared to go away saying "So what?"

The data received from the computer is not wholly acceptable because of improper programming. The error has greatly handicapped the study. The data will be re-programmed and a report, in the form of an addendum, will be written in the next several months. The staff regrets this error and the inconvenience it has caused.

In the opinion of the project staff, the study has been rather frustrating. Dealing with so many factors, including students, teachers, and administrators over such a wide area as Richland County has not been without its handicaps.

The staff feels, finally, that the cooperation and wholehearted interest of the participating districts leaves much to be desired.

APPENDIX A

Hall - Waldo Inventory

Direction:

This is not a test. There are no right or wrong answers. The right answer is the way you look at things.

If you feel very strongly that a statement is right, mark A like this:

A B C D E

If you feel very strongly that a statement is wrong, mark E like this:

A B C D E

If you feel a statement is right, mark B, agree.

If you feel a statement is wrong, mark D, disagree.

If you are not sure, mark C, undecided.

Two Examples:

1. A teen-age boy should always tip-toe around the house.
   Strongly agree A Agree B Undecided C Disagree D Strongly disagree E

2. Girls should not have hot rods.
   Strongly agree A Agree B Undecided C Disagree D Strongly disagree E

NOW TURN THE PAGE AND BEGIN

1. Most kids don't have as much trouble learning as I do.

Strongly agree A Agree B Undecided C Disagree D Strongly disagree E

2. The only advantage in going to school is to get a better job.

Strongly agree A Agree B Undecided C Disagree D Strongly disagree E

3. School is a place where a kid must obey a lot of unnecessary rules.

Strongly agree A Agree B Undecided C Disagree D Strongly disagree E

4. Most teachers are too strict with their kids.

Strongly agree A Agree B Undecided C Disagree D Strongly disagree E

5. Laws are harder on kids than on adults.

Strongly agree A Agree B Undecided C Disagree D Strongly disagree E

6. I am not smart enough to go to college.

Strongly agree A Agree B Undecided C Disagree D Strongly disagree E

7. Making more money is the main reason for getting an education.

Strongly agree A Agree B Undecided C Disagree D Strongly disagree E

8. I feel very bad when I don't pass a test.

Strongly agree A Agree B Undecided C Disagree D Strongly disagree E

9. Most teachers are often unfair.

Strongly agree A Agree B Undecided C Disagree D Strongly disagree E

10. Almost everything that is fun for a kid to do is against the law.

Strongly agree A Agree B Undecided C Disagree D Strongly disagree E

11. I am smart enough to become a doctor or a lawyer.

Strongly agree A Agree B Undecided C Disagree D Strongly disagree E

12. Education helps you understand the world around you.

Strongly agree A Agree B Undecided C Disagree D Strongly disagree E

13. Going to school keeps a lot of kids out of trouble.

Strongly agree A Agree B Undecided C Disagree D Strongly disagree E

14. Laws protect the rights of kids.

Strongly agree A Agree B Undecided C Disagree D Strongly disagree E

15. Most teachers understand kids.

Strongly agree A Agree B Undecided C Disagree D Strongly disagree E

16. I am smarter than most of the other kids in my grade.

Strongly agree A Agree B Undecided C Disagree D Strongly disagree E

17. Grownups don't really think school does any good.

Strongly agree A Agree B Undecided C Disagree D Strongly disagree E

18. Laws are only made to give kids a hard time.

Strongly agree A Agree B Undecided C Disagree D Strongly disagree E

19. Kids should be permitted to quit school at any age.

Strongly agree A Agree B Undecided C Disagree D Strongly disagree E

20. Most teachers try to treat all kids fairly.

Strongly agree A Agree B Undecided C Disagree D Strongly disagree E

21. We would be better off if there were not so many laws.

Strongly agree A Agree B Undecided C Disagree D Strongly disagree E

22. I am not really smart enough to do well in school.

Strongly agree A Agree B Undecided C Disagree D Strongly disagree E

23. All laws should be obeyed.

Strongly agree A Agree B Undecided C Disagree D Strongly disagree E

24. School makes you feel more important.

Strongly agree A Agree B Undecided C Disagree D Strongly disagree E

25. I enjoy going to school.

Strongly agree A Agree B Undecided C Disagree D Strongly disagree E

26. Laws should be enforced more strictly.

Strongly agree A Agree B Undecided C Disagree D Strongly disagree E

27. Most teachers never really give a kid a break.

Strongly agree A Agree B Undecided C Disagree D Strongly disagree E

28. Most school work is too hard for me.

Strongly agree A Agree B Undecided C Disagree D Strongly disagree E

29. I am proud of my school.

Strongly agree A Agree B Undecided C Disagree D Strongly disagree E

30. There are too many laws.

Strongly agree A Agree B Undecided C Disagree D Strongly disagree E

31. Teachers should not correct kids in front of other kids.

Strongly agree A Agree B Undecided C Disagree D Strongly disagree E

32. Everyone breaks the law from time to time.

Strongly agree A Agree B Undecided C Disagree D Strongly disagree E

33. The law always works against a kid, never for him.

Strongly agree A Agree B Undecided C Disagree D Strongly disagree E

34. Homework is a waste of time.

Strongly agree A Agree B Undecided C Disagree D Strongly disagree E

35. Most teachers enjoy paddling kids.

Strongly agree A Agree B Undecided C Disagree D Strongly disagree E

36. Most teachers like kids.

Strongly agree A Agree B Undecided C Disagree D Strongly disagree E

37. We should obey the law even though we criticize it at times.

Strongly agree A Agree B Undecided C Disagree D Strongly disagree E

38. It is usually the teacher's fault when I get into trouble at school.

Strongly agree A Agree B Undecided C Disagree D Strongly disagree E

39. Teachers often fuss at me for no reason.

Strongly agree A Agree B Undecided C Disagree D Strongly disagree E

40. Teachers often take advantage of me.

Strongly agree A Agree B Undecided C Disagree D Strongly disagree E

41. It is all right to break the law if you don't get caught.

Strongly agree A Agree B Undecided C Disagree D Strongly disagree E

42. My teachers think I'm headed for serious trouble.

Strongly agree A Agree B Undecided C Disagree D Strongly disagree E

43. Most teachers don't like me.

Strongly agree A Agree B Undecided C Disagree D Strongly disagree E

44. I like most of my teachers.

Strongly agree A Agree B Undecided C Disagree D Strongly disagree E

45. I would like to tell most of my teachers what I really think of them.

Strongly agree A Agree B Undecided C Disagree D Strongly disagree E

46. Laws are made to be broken.

Strongly agree A Agree B Undecided C Disagree D Strongly disagree E

47. I plan to graduate from high school.

Strongly agree A Agree B Undecided C Disagree D Strongly disagree E

48. I plan to go to college.

Strongly agree A Agree B Undecided C Disagree D Strongly disagree E

APPENDIX B

TEACHING SITUATION REACTION INVENTORY

Revised September, 1966

Directions: The case example that follows has been planned to measure your ability to work through some of the problems of handling a classroom group. You will be given certain information about the classroom group and the working situation. You will then be asked to respond to a number of questions. This will be repeated through a series of problem situations. The case study has been designed so that you can respond regardless of your teaching subject field. You do not need technical subject matter knowledge to take this inventory.

You are asked to indicate your first, second, third, and fourth choice under each question by inserting respectively the numbers 1, 2, 3, 4, in the spaces provided on the answer sheets under (a) (b) (c) and (d). The most desirable choice should be labeled 1, and the least desirable 4. For example if your first choice was response (c), your second choice was response (a), your third choice was response (b), and your fourth choice was response (d), you would record your responses on the answer sheet as follows:

(a)	(b)	(c)	(d)
2	3	1	4

Please do not write on the test booklet.

The Situation:

You have been employed by a school system which is engaged in a series of experimental studies. One of these studies involves an experimental class designed to improve pupils' general adjustment to their environment. A heterogeneous group (physically, mentally, socially) of twenty-five thirteen to fourteen year old youngsters have signed up for this class.

The class is scheduled to meet the last period of the day on Tuesday and Thursday during the last half year. Arrangements have been made so that the class might take trips and students might have an opportunity to meet informally with the teacher after class.

Around the first of November your principal calls you in to tell you that, if you are interested, you have been chosen to teach the experimental class. You were asked because of your background in adolescent psychology and your interest in helping youngsters with minor problems of adjustment typical of the young adolescent.

Your principal has given you pretty much of a "free hand" to develop the content of the course and the activities in which the students will be engaged. A good supply of instructional materials, books on the adolescent, and descriptions of similar programs in other schools has been made available to you. There will be no direct supervision of your work, but an evaluation by students and yourself will be requested at the middle and close of the semester. Studies will also be made of the gain in personal adjustment evidenced by your students. You know the names of the students who have signed up for your course. An experienced teacher-counselor has been asked by the principal to help you when and if you ask for help. The teacher-counselor knows well each of the youngsters who have signed up for your class.

The Group:

Some of the youngsters who have signed up for the course know each other very well, having gone through school together. Three do not know anyone else in the group. Others are only casually acquainted. Members of the group have a variety of interests and abilities, and they represent many levels of competence and come from a variety of socio-economic backgrounds. The quality of their personal adjustment varies, but none is seriously maladjusted.

A. You have about eight weeks plus the Christmas vacation to plan for your class:

1. When you begin planning the course you would:

   (a) Ask your teacher-counselor what he thinks should be in the course.

   (b) Examine the materials available to you and determine how they might be used by members of the class.

   (c) Read through the copies of publications describing other school programs of a similar nature and draw ideas from them.

   (d) Interview a randomly selected group of the young people signed up for the course and set your own tentative objectives based on these interviews.

2. During early December an important local civic group comes out against teaching sex education in the schools. Your planning had included some sex education. At this point in your planning you would:

   (a) Continue planning as you have been.

   (b) Ask the principal if you should include any sex education in your course.

   (c) Remove the lessons dealing with sex education.

   (d) Find ways to get the sex education material across without causing an issue.

3. About three weeks before your class is scheduled to meet for the first time, your principal asks you to come in and talk with him about the course. You would hope that your principal would:

   (a) Say that if there was anything that he could do to be of help that you should feel free to call on him.

   (b) Indicate to you what he would hope the course would accomplish during the semester.

   (c) Encourage you to talk about the purposes of your course as you see them after several weeks of planning.

   (d) Make specific suggestions to help you in your planning, and encourage you to drop in for further suggestions if you need help.

4. The weekend before the course is to start it would be natural for you to feel:

   (a) Concern that your planning has been inappropriate.

   (b) Anxious to get started and prove your ability to handle this rather difficult assignment.

(c) Hopeful that the course will prove of real value to the students.

(d) Confident knowing you have done the best you could under the circumstances.

B. You will have your first meeting with the group tomorrow.

5. It will be important that you have planned for:

(a) students to get well acquainted with each other.

(b) explaining your grading system.

(c) activities to catch student interest.

(d) explaining your complete program for the semester.

6. The teacher-counselor drops by your room and asks if he can be of help. You would ask him for:

(a) his opinion about what you have planned for tomorrow.

(b) suggestions to help you make a good impression.

(c) suggestions as to what student reaction might be on the first day.

(d) nothing until you had an opportunity to meet with the group.

7. The more important personal information to gather at the first meeting would be:

(a) interests of the different students.

(b) parent or guardian, home address and phone number.

(c) what the students would like to do in the course.

(d) why they are taking the course.

8. Of the things you would do the evening before meeting the class, the most essential would be to:

(a) become familiar with the notes for such presentations as you might make.

(b) become familiar with students' names and any information you have about them from their files.

(c) become familiar with the sequence and nature of any activities you may have planned.

(d) be sure any materials you were to use were available and in good condition.

9. Your greatest concern on this night before the first meeting would be:

(a) how to appear poised and at ease

(b) how to gain control of the group

(c) how to handle problem pupils

(d) how to get your program moving rapidly and well

C. On meeting the group the first day a number of students come in from three to five minutes late. Following this, as you get your program underway the students get restless.

10. With the students that come in late you would:

(a) simply acknowledge their presence and noticeably mark them present in the record book.

(b) inform them politely about the time at which the class starts.

(c) ask them politely why they were unable to get to class on time.

(d) make clear to the class as a whole and the late students in particular the standards you will maintain with regard to tardiness.

11. You would handle the restlessness of the group by:

(a) presenting your program more dynamically

(b) asking students why they were restless

(c) speaking to the group firmly about paying attention

(d) picking out one or two of the worst offenders and reprimanding them

12. You would tell the group your name and:

(a) the rules of conduct for your class

(b) your expectations for the class

(c) some of your personal adjustment problems at their age

(d) some of your interests and hobbies

13. You would, by your general behavior and manner, try to present yourself as:

(a) firm and serious but fair

(b) efficient, orderly and business-like

(c) friendly, sympathetic and understanding

(d) understanding, friendly and firm

14. You would prepare for the next meeting by:

(a) discussing with pupils what they would like to do and deciding on one or two ideas

(b) telling them what pages to read

(c) giving students a choice of two ideas and determining in which the majority is interested.

(d) discussing your plans for the next meeting with them

D. You have met with you class four times and have made some observations. Two boys seem particularly dirty and you have found they come from a lower class slum area One girl seems to be withdrawn. The students do not pay any attention to her. She is a pleasant looking well dressed girl. There are four or five youngsters, apparently very good friends (both boys and girls) who do most of the talking and take most of the initiative. Students se m to continually interrupt each other and you.

15. In the interests of the two boys from the slum area you would:

(a) find an opportunity to discuss the matter of cleanliness with the class

(b) speak to the boys about their need to be clean in a conference

(c) inaugurate a cleanliness competition with a prize to that half of the class with the best record, putting one boy in each half

(d) speak to the boys about their need to be clean and arrange facilities at school where they could clean up

16. In the interests of the apparently withdrawn girl you would:

(a) talk to her informally over a period of time to see if you could determine her difficulty

(b) call on her regularly for contributions to the discussion

(c) discover a skill she has and have her demonstrate for the class

(d) have a conference with her and tell her to become involved with the class discussion and speak up

17. To improve the relationship of the group to the apparently withdrawn girl you would:

(a) determine who, if anyone, is friendly with her and arrange to have them work together on occasion

(b) take the girl aside and help her see how she can establish better relations with her classmates

(c) arrange to have her work with the group of boys and girls who take most of the initiative

(d) allow her to work out her own problem

18. With regard to the four or five youngsters who do most of the talking and take the initiative you would tend to believe:

(a) they are brighter than most of the other students

(b) they are the leaders of the class

(c) there is considerable variation in student's ability to participate in class

(d) they are a little too cocky and think they know more than the others

19. With regard to the tendency of class members to interrupt while others are talking you would:

(a) tell the class politely but firmly that interruptions are impolite and should not continue

(b) discuss the matter with the class, determining why this happens and what should be done about it

(c) organize a system of hand raising and set rules for students participation in discussion

(d) set rules for student participation in discussion and firmly but fairly reprimand each person who breaks the rules

20. One of the important problems facing you now is to do something which:

(a) will insure that no one is rejected or disliked

(b) will result in everybody's being liked

(c) will encourage each person's acceptance of the others

(d) will guarantee that no one's feelings get hurt

E. At the beginning of the eighth class session (fourth week) Johnny comes into class holding on to his arm and very nearly crying. The tears are welled up in his eyes and he looks away from the others. You notice that Peter, the largest and strongest boy in the class, looks at Johnny occasionally with a sneering smile. You do not feel that you can let this pass, so you arrange to meet with Johnny and Peter separately after class.

21. You would tend to believe:

(a) that Johnny probably did something for which this was just, but maybe severe, payment

(b) that Peter is something of a bully

(c) that Johnny was hit on the arm by Peter

(d) that Johnny felt badly and Peter was quite aware of it

22. When you meet with Johnny you would:

(a) ask him if Peter hit him and why

(b) engage him in conversation and lead slowly into the difficulty

(c) tell him you were aware that he had some difficulty and offer your help to him

(d) let him guide the discussion and reveal what he would about the incident

23. When you meet with Peter you would:

(a) tell him that Johnny was upset this afternoon and you had noticed that he (Peter) was looking strange - proceed from there

(b) make him aware that you know he had trouble with Johnny and proceed from there

(c) make him aware that he is bigger and stronger than the other boys and that he is a bully if he picks on smaller boys

(d) ask him if he and Johnny had had difficulty

24. When young people get into conflict in school it would be best to:

(a) let them resolve it themselves

(b) help them to establish a friendly relationship

(c) find the cause of the trouble and work to eliminate it

(d) control the school situation so that the conflicts are less likely to arise

F. In general your program has been moving along satisfactorily. After the eighth meeting you have a feeling that the students are beginning to lose interest. A number of students seem to be sitting through class without really getting involved. Others seem to stay interested and active. The teacher-counselor asks to see you informally over coffee.

25. When you meet with the teacher-counselor you would:

(a) not talk about your class or its present lack of involvement

(b) discuss your concern with him and listen for suggestions he might have

(c) speak about how satisfactory the early meetings had been

(d) allow the teacher-counselor to orient the discussion

26. Your planning for the next (ninth) session would include:

(a) some new ideas that you had not tried

(b) some clarification of the importance of students doing well in their work.

(c) a request for ideas from students as to how to make the class more interesting

(d) ways to get more students actively doing something in class

27. During the ninth session you would:

(a) behave much as you had in earlier sessions

(b) put some stress on the importance of <u>everybody</u> paying attention in class

(c) by careful observation determine which students seem disinterested

(d) speak pointedly to those who were not paying attention

28. You would tend to believe the loss of interest due to:

(a) a rather natural reaction in a elective experimental course

(b) failure of students to realize that they must contribute much to a course of this kind

(c) a rather natural group reaction to the experience of working together on personal adjustment problems

(d) your own failure in developing good human relationships in the class and stimulating the students

G. Before the mid term (eighteenth) meeting of the class you take time out to think about the experiences you have had. The class has been good some days and poor other days. You have had no word from your principal about how your work has been. The teacher-counselor has seemed satisfied but not very much impressed with what you are doing. You have heard nothing about the young people who are being studied. You are asked to meet with the parents to discuss the experimental class in an informal way.

29. You would be most concerned about:

(a) the failure of the principal and teacher-counselor to discuss the progress of the students before your meeting with the parents

(b) what you should say to the parents

(c) your apparent failure to impress your teacher-counselor

(d) what the studies of the young people are showing

30. You would resolve to:

(a) discuss your progress with the teacher-counselor

(b) ask for an appointment with the principal to find out how he feels about your work

(c) plan to work harder with your group

(d) not let the present state of affairs worry you

31. When talking with the parents you would:

(a) encourage them to ask questions about the program

(b) tell them what the program has consisted of so far

(c) tell them you don't know how well the program is going

(d) impress upon them the importance of student participation in class activities

32. In this case you would feel that parents:

(a) ought to be told how their children are doing in this class

(b) ought not to become involved in such an experimental program

(c) are entitled to an opportunity to question you

(d) ought to be referred to those in charge of the experiment

33. At your next class meeting:

(a) you would tell students what you told their parents

(b) you would not initiate any discussion about your visit with the parents

(c) you would discuss briefly the parents' interest in the class

(d) you would tell the students that you expected more cooperation from them now that their parents were involved

H. The nineteenth and twentieth class sessions are very unsatisfactory. You leave class at the end of the twentieth session with doubts in your mind as to whether students are gaining in personal and social adjustment. You can see problems with the structure and organization of the class and believe that if these could be corrected or if you had done some things differently over the past few weeks that you would not have a problem with the class.

34. At this point you would:

(a) decide to go to class the next day and ask your students how they feel about the progress of the course

(b) think through the problem carefully and start planning revisions for the course next year

(c) try to help yourself accept the fact that life is often filled with disappointments and redouble your efforts to make your class better in the future by spending more time in preparation and encouraging your students to work harder

(d) mention your concern at the next meeting of your class and encourage students to talk with you after class about the progress of the course.

35. You would feel much better regarding the accuracy of your estimate about what is wrong with the class if you:

(a) were sure that some of the students were not being difficult on purpose to test your authority as a new teacher

(b) knew more about the expectations of your students and to what extent they felt their expectations were being met

(c) could have a colleague in whom you could confide and in whom you could trust, come in and observe your class and talk with you

(d) were sure you understood your own needs for success and the extent to which these needs influence your feelings

36. After the twentieth session, it would be natural for you to feel that:

(a) you would like to relax and think about the situation over the weekend

(b) you wished students accepted the fact that things that are taught them in schools are usually good for them even though they may not like what they are learning all of the time

(c) things seldom go well all the time for everybody and that they couldn't be expected to always go well for you

(d) it must have been wonderful to teach in the good old days when students were in school because they wanted to learn

37. In an attempt to analyze the source of the problem you are having with your class you would:

(a) have a conference with several of the brighter and more interested students to see if they could give you any insight into the problem.

(b) take part of a class session to share your concerns with the class, get their reactions, and using this information, rethink the problem

(c) ask the teacher-counselor to come in and observe the class several times and talk with you about his observations

(d) consult the records of the students to see if you could find any clues there

I. At you twenty-fourth meeting you wish to make plans for a series of visits to different community health and welfare agencies. You want to be sure that the youngsters learn from the experiences and conduct themselves properly while traveling to and from and visiting in the agencies.

38 In order to assure that all youngsters learned from their first trip you would:

(a) assign particular things for all of them to look for and listen to

(b) ask each to write a brief commentary on the most important things they saw and heard

(c) encourage them to ask questions while they were there

(d) present them with a check sheet of items to be seen and heard and ask them to check off those that they saw or heard

39. In preparation for the first trip you would:

(a) tell them as much as you could about the agency to which they were going

(b) tell them you were sure it would be interesting and fun and let them see and hear for themselves

(c) ask them what they thought they could expect and encourage guided discussions about their expectations

(d) tell them about the most interesting things they would see and hear

40. To insure that the group conducted themselves properly you would:

(a) set out rules of conduct for them

(b) ask them to behave as young ladies and gentlemen representing their school

(c) ask them what rules of conduct they would propose and develop a code with the group

(d) assure them that if they did not behave properly they would not go on trips in the future

41. On the trips you would:

(a) divide them into small groups with a leader responsible for each group and arrange their itinerary and meetings after you get to the agency

(b) ask the youngsters to get your permission first and on this basis allow them to pursue their own interests

(c) let the agency people take responsibility for deciding where they could go and when

(d) keep them all together as a manageable group

J. At the close of the thirtieth class session Bob, one of the most able boys, summarizes a class discussion on boy-girl relationships with, "Well, we've talked around the subject but we never get down to the important questions." The agreement of a number of the class members is evident.

42. You would tend to believe:

(a) the class members are too young to be dealing with important questions in this area

(b) you had allowed just a little too much freedom in the discussions of boy-girl relationships

(c) this simply reflects a natural desire on the part of students to introduce some excitement into the class sessions

(d) the class could handle important questions in this area with your guidance and support

43. Before the thirty-first session you would:

(a) clarify the significance and implications of Bob's statement in your own mind

(b) determine what you will and will not allow to be discussed in class in this area

(c) consult the principal and get direction from him

(d) discuss the situation with the teacher-counselor with a view to getting ideas for handling the next session

44. During the thirty-first session you would:

(a) propose a list of carefully selected questions you believe the students have in mind and begin discussions on the most manageable of these

(b) repeat Bob's comment and draw from the class a list of what they thought should be discussed

(c) suggest that some questions are not appropriate for discussion in school and that some of these fall in the area of boy-girl relationship

(d) ask Bob to pick up where he left off and guide him and other class members as they clarify the directions further discussion should take

K. Your class has at last developed into a fairly cohesive unit. The discussions are more animated and everyone participates to some degree. Disagreements on ideas begin to appear and the students give evidence of intense feelings on a number of issues. George has been particularly outspoken. He has very radical ideas that seem to provoke the other students who disagree but you know that the ideas he expresses have some support from some adolescent psychologists that you consider to be the "lunatic fringe". George seldom gives in on a point.

45. You would believe that these conditions are likely to:

(a) ultimately strengthen the group

(b) do little but make it uncomfortable until George learns his lesson

(c) destroy the group unity unless you intervene

(d) make it difficult for progress to be made for some students until they learn to accept George

46. With regard to George you would:

(a) refer him to the teacher-counselor

(b) point out to George that he is intolerant of the views of other class members

(c) encourage him to express his ideas in ways that would not irritate other students

(d) politely but firmly keep him from expressing such ideas

47. With regard to the other students you would:

(a) encourage them in their effort to stand up to George

(b) help them to understand what George is doing to them and why

(c) help them to get onto topics and ideas where George could not disagree with them so forcefully

(d) get into the discussion on their side and show George that he is wrong

48. With regard to your concern for George as a person, you would feel that:

(a) he is developing undemocratic traits by behaving as he does, and you would hope to help him change

(b) he does not understand how to behave in a democratic setting and may need help

(c) he probably has never learned certain social skills necessary for democratic group behavior and the possibilities of developing such skills should be shown him

(d) he will learn sooner or later that in a democracy some ideas are undesirable because they tend to destroy the group

ANSWER SHEET

TEACHING SITUATION REACTION INVENTORY

Name_____School_____Date_____

1.	a	b	c	d	17.	a	b	c	d	33.	a	b	c	d
	—	—	—	—		—	—	—	—		—	—	—	—
2.	a	b	c	d	18.	a	b	c	d	34.	a	b	c	d
	—	—	—	—		—	—	—	—		—	—	—	—
3.	a	b	c	d	19.	a	b	c	d	35.	a	b	c	d
	—	—	—	—		—	—	—	—		—	—	—	—
4.	a	b	c	d	20.	a	b	c	d	36.	a	b	c	d
	—	—	—	—		—	—	—	—		—	—	—	—
5.	a	b	c	d	21.	a	b	c	d	37.	a	b	c	d
	—	—	—	—		—	—	—	—		—	—	—	—
6.	a	b	c	d	22.	a	b	c	d	38.	a	b	c	d
	—	—	—	—		—	—	—	—		—	—	—	—
7.	a	b	c	d	23.	a	b	c	d	39.	a	b	c	d
	—	—	—	—		—	—	—	—		—	—	—	—
8.	a	b	c	d	24.	a	b	c	d	40.	a	b	c	d
	—	—	—	—		—	—	—	—		—	—	—	—
9.	a	b	c	d	25.	a	b	c	d	41.	a	b	c	d
	—	—	—	—		—	—	—	—		—	—	—	—
10.	a	b	c	d	26.	a	b	c	d	42.	a	b	c	d
	—	—	—	—		—	—	—	—		—	—	—	—
11.	a	b	c	d	27.	a	b	c	d	43.	a	b	c	d
	—	—	—	—		—	—	—	—		—	—	—	—
12.	a	b	c	d	28.	a	b	c	d	44.	a	b	c	d
	—	—	—	—		—	—	—	—		—	—	—	—
13.	a	b	c	d	29.	a	b	c	d	45.	a	b	c	d
	—	—	—	—		—	—	—	—		—	—	—	—
14.	a	b	c	d	30.	a	b	c	d	46.	a	b	c	d
	—	—	—	—		—	—	—	—		—	—	—	—
15.	a	b	c	d	31.	a	b	c	d	47.	a	b	c	d
	—	—	—	—		—	—	—	—		—	—	—	—
16.	a	b	c	d	32.	a	b	c	d	48.	a	b	c	d
	—	—	—	—		—	—	—	—		—	—	—	—

APPENDIX C

TO TEACHERS

The schools of Richland County are cooperating with the County Office on a project funded by the U. S. Office of Education. It is the purpose of this project to study the sproblems of delinquency, underachievement, and dropout in the Richland County Schools.

To insure the program's success, teacher cooperation is necessary. For this reason you will be asked to participate in some student evaluations and to give us a little of your class time for us to administer student surveys.

Individual teachers will be requsted to participate also in an educational inventory regarding their professional attitudes.

We thank you for your cooperation in helping provide basic research data for this project.

Dale B. Kinney, County Supt.
Dick Porter, Project Director

TO ELEMENTARY TEACHERS (5-6): Under each of the categories below, please indicate your opinion regarding each student whose name is listed at the left. If you have no opinion on a student in one or more of the categories, leave the blank (or blanks) unmarked.

NAME	DELINQUENCY			UNDERACHIEVEMENT			DROPOUT		
	Probable Delinquent	Possible Delinquent	Non-Delinquent	Under Achiever	Average Achiever	Over-Achiever	Probable Dropout	Possible Dropout	Non-Dropout

TO HIGH SCHOOL TEACHERS: Under each of the categories below, please indicate your opinion regarding each student whose name you nominate below. Some students you nominate might be checked under more than one category.

NAME	DELINQUENCY			UNDERACHIEVEMENT			DROPOUT		
	Probable Delinquent	Possible Delinquent	Non-Delinquent	Under-Achiever	Average Achiever	Over-Achiever	Probable Dropout	Possible Dropout	Non-Dropout

SUMMARY OF DROPOUTS*
compiled by
Martin Nagel
Richland County Schools
June 1, 1966 to May 31, 1967

Reasons	Clear Fork	Crestview	Lexington	Lucas	Madison	Ontario	Plymouth	Totals
Married	2	6	5	2	31	2	11	59
Armed Services			1		7			8
Working	7	12	7	4	28	3	12	73
Not Working	1		6		9			16
Over Age	6	4	8	3	16	5	2	44
E-1								0
Expelled			1		1			2
State Schools	2				2			4
Other								
Illness					4	1		5
Deceased	1		1			1		3
Totals	19	22	29	9	98	12	25	214

*Grades 9-12

END 7-14-70